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ABSTRACT

A survey was conducted to assess foreign language programs in Alaska. Questionnaires were completed by 39 of the 52 public school districts in Alaska, as well as by individual schools and postsecondary institutions within the larger districts and numerous private and denominational schools. Data were collected on the distribution of foreign language instruction, instructional methodology and materials, teacher training, professional isolation problems, and student expectations. Visits and on-site interviews were conducted in eight communities. The major strength of foreign language instruction in Alaska is its well trained teachers, and the major weaknesses are teacher isolation, lack of materials, and lack of commitment at the district and school level. Recommendations are made regarding statewide planning, increasing public awareness of foreign language instruction and its benefits, development of professional standards for language teachers, the role of the State Department of Education, and school district cooperation. The survey questionnaire and summary data tables are appended. (RW)

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FOREIGN LANGUAGE LEARNING IN ALASKA

DATA, ANALYSES AND RECOMMENDATIONS FOR THE EIGHTIES

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A REPORT

BY

THE ALASKA FOREIGN LANGUAGE ASSOCIATION

FL013862

PREPARED

BY

LESLYE A. KORVOLA

FAIRBANKS, DECEMBER 1982

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FOREWORD

In the 1980/81 session, the State Legislature awarded a grant to the Alaska Foreign Language Association to conduct a series of in-service activities for Alaskan teachers of foreign languages as well as an assessment of foreign language programs currently available in the State. My own, and AFLA's, special thanks go to Senator Charles H. Parr without whose efforts the grant, and what has been achieved through it, would not have been possible.

"Foreign Language Learning in Alaska: Data, Analyses and Recommendations for the Eighties" contains a wealth of information, observations, and recommendations. It does not contain, of course, all the answers, nor indeed all the questions. Why, for example, is it that in secondary schools Spanish is the strongest language at the elementary level, but French at the more advanced level? Or what specific applications and what essential limitations exist for telecommunication technology to be used in foreign language learning? Or what foreign language needs must be met to achieve Alaska's full potential for foreign trade, and to what extent is the business sector aware of these needs, or of opportunities lost? In fact, concerning these latter questions, AFLA has been considering a second survey and analysis to complement, in a pragmatic perspective, the data obtained so far. This report is thus not exhaustive but it does provide a solid basis for future inquiries as well as for some urgent, immediate decisions.

Mrs. Leslye Korvola, who was contracted to conduct the assessment survey and draft the final report, is a former high school teacher of German and present instructor in a Gifted/Talented elementary school language program, a long-term resident of Alaska, and an active member of an organization promoting international exchange and understanding. I would like to thank warmly Leslye Korvola for her unflagging enthusiasm, her reliability, her willingness to listen to suggestions and criticism, in short, for a job well done.

I also thank Mrs. Sally Yarie for valuable editorial suggestions and the three AFLA Regional Vice Presidents - Douglas Bruce, Arsenio Rey, and Ethel Nayudu for their support and feedback. Last but not least, I thank Mrs. Doris Nichols who provided secretarial assistance throughout the duration of the project, typed the final version and generally put the last dots on the last i's.

Fairbanks, December 1982

Wolf Hollerbach, President

PREFACE

Paperwork is the bane of administrator's work; for classroom teachers, paperwork comes in addition to a day of teaching plus time spent evaluating student work and planning for the next day. Completion of the questionnaire took time, dedication and a good deal of thought. Therefore, I wish to thank everyone who responded and especially those who made the extra effort to provide complete answers and the kind of detailed information which made this assessment meaningful.

Additionally, I wish to thank everyone who spent time with me during my visits to your schools and communities. The information gathered in this process provided me with a depth of unde standing not possible through correspondence and significantly influenced the recommendations which I made in this report.

What I did was the groundwork; Alaska now has a thorough assessment of foreign language instruction, but this is only a beginning. How the information is used and the recommendations are implemented will determine the value of the work.

People in Alaska point to our agricultural potential, resource development and growing tourism to expand the state's economic base. Are Alaskans ready?

In closing, I wish to thank Dr. Wolf Hollerbach, Head of the Department of Linguistics and Foreign Languages, at the University of Alaska, Fairbanks and president of AFLA, for his leadership in this project from preparation of the grant proposal to supervision of the final report. His insights, patience and care with details were invaluable.

Leslye A. Korvola

1. THE ASSESSMENT SURVEY

In the fall of 1981 a foreign language assessment survey was sent to the 52 public school districts in Alaska. (See Appendix A for a copy of the survey form.) According to the Department of Education 1981 Directory and figures provided in the survey, the 52 districts include 88,049 students. Responses came from 39 of those districts, representing 84,009 students or 95.4% of the students enrolled in Alaska's public schools. Surveys were also sent to individual schools within the larger districts and to numerous private and denominational schools (K-12). (See Appendix B for a summary of the districts and schools responding.) Finally, on the basis of the University of Alaska internal listing of all units offering foreign languages, a telephone survey was conducted in the fall of 1982 to determine which foreign languages were taught in post-secondary institutions, where, at what level of learning, and how many students were enrolled. The results are presented in Appendix C.

1.1 FOREIGN LANGUAGE INSTRUCTION DISTRIBUTION

There are currently about ninety (90) teachers involved in foreign language instruction; some of these are not regular classroom teachers but members of the community who share their special abilities with students under arrangements made by their school district.

Additionally, there are many native Alaskan language teachers under the bilingual program providing instruction in Aleut, Alutiiq, Dena'ina, DegHit'an, Holikachuk, Tlingit, Haida, Tsimshian, Central Yupik, Siberian Yupik, Inupiaq and English as a Second Language.

The foreign languages taught in Alaskan schools at this time are Spanish, French, German, Latin, Russian and Esperanto. The principal statistical findings of the assessment survey are presented in Tables 1-5. Of the 39 districts which responded, 24 had foreign language students. Table 1, page 4, shows the number of districts where each language is taught. Table 2, page 4, details where the 5,193 students are enrolled by language and educational level.

Table 3, page 5, compares the number of students enrolled in foreign languages to the total number of students in the districts, showing that, state-wide, only 6.1% are taking a foreign language. Tables 4 and 5, pages 5 and 6, indicate enrollment at specific levels: foreign languages are taken by 16.4% of all students in grades 9-12, but only by 13.5% of all students in grades 7-12. These data permit a comparison between Alaska and other states.

TABLE 1

DISTRIBUTION OF FOREIGN LANGUAGES IN ALASKAN SCHOOL DISTRICTS[a]

# of Districts Offering					Total # of Districts
Spanish	French	German	Latin	Russian	Responding
22	11	10	3	1	39

[a] Esperanto is taught to 4 students in Anchorage on an individual studies basis.

TABLE 2

ENROLLMENTS BY LANGUAGE AND EDUCATIONAL LEVEL
JUNIOR HIGH SCHOOL AND HIGH SCHOOL[a]

Educational Level	Spanish	French	German	Latin	Russian
1st Year Junior High School	453	312	35	18	
2nd Year Junior High School	136	116	26	15	
1st Year High School	974	795	518	42	25
2nd Year High School	462	473	234	25	7
3rd Year High School	135	170	76		8
4th Year High School	31	68	22		7
5th Year High School	2	4	4		
TOTAL	2,193	1,938	915	100	47

[a] The above figures are only as accurate as the information provided; some omissions and inaccuracies are suspected because of the human factor in compiling them and because there are some districts not included. In general, the information was accepted exactly as given.

TABLE 3

FOREIGN LANGUAGE ENROLLMENTS COMPARED TO DISTRICT ENROLLMENTS

Location	F. L. Enrollments	Total Enrollments of District(s)	F. L. Enrollment as % of Total
Anchorage	3,343	37,000	9.0%
Fairbanks	789	11,225	7.0%
Kenai Borough	258	6,272	4.1%
Southeast School Districts[a]	466	11,184	4.2%
All Other School Districts[b]	337	18,348	1.8%
STATE TOTALS	5,193	84,009	6.1%

[a]Included as Southeast School Districts are responses from the communities of Chatham, Haines, Hoonah, Hydaburg, Juneau, Kake, Ketchikan, Petersburg, Sitka, Southeast Island, Wrangell and Yakutat.

[b]In many of these districts Alaska Native Languages and/or English as a Second Language are taught in addition to the foreign languages; see Table 10, p. 14, where all second language enrollments are considered.

TABLE 4

FOREIGN LANGUAGE ENROLLMENTS IN HIGH SCHOOL (GRADES 9 - 12)

Location	H.S. Students Enrolled in F. L.	Total H. S. Students In District(s)	Percent of H. S. Students in F. L.
Anchorage	2,542	11,184	22.7%
Fairbanks	635	2,991	21.2%
Kenai Borough	258	1,829	14.1%
Southeast School Districts[a]	378	3,359	11.3%
Other Districts With Alaska Native Language Programs[b]	23	3,284	0.7%
All Other School Districts[c]	299	2,608	11.5%
STATE TOTALS	4,135	25,255	16.4%

[a]See Table 3 for Districts included as Southeast School Districts.

[b]Other Districts with Alaska Native Language programs include the Aleutian Region, Bering Straits, Dillingham, Iditarod, Kuspuk, Lake and Peninsula, Lower Kuskokwim, Lower Yukon, Nome, North Slope Borough, Northwest Arctic, Southwest Region, and Yukon Koyukuk School Districts.

[c]All Other School Districts include Adak, Alaska Gateway, Copper River, Cordova, Delta-Greely, King Cove, Matanuska-Susitna Borough, Nenana, Railbelt, and Valdez School Districts.

TABLE 5

FOREIGN LANGUAGE ENROLLMENTS AT SECONDARY LEVEL (7 - 12)

Location	Secondary Students in F. L.	Secondary Students In District(s)	% of Secondary Students in F. L.
Anchorage	3,347	18,000	18.6%
Fairbanks	789	4,469	17.7%
Kenai Borough	258	2,865	9.0%
Southeast School Districts[a]	466	4,478	10.4%
Other Districts With Alaska Native Language Programs[a]	38	4,842	0.8%
All Other School Districts[a]	299	3,845	7.8%
STATE TOTALS	5,197	38,499	13.5%

[a]See Tables 3 and 4, page 5, for districts included in each group.

How do foreign language enrollments in Alaska compare to enrollments elsewhere in the nation? Exact information as to the methodology and year of collection is not available, but the national average of high school students studying a foreign language is 23% according to the American Council on the Teaching of Foreign Languages.[1] Alaska's figure of 16.4% would seem to be considerably below the average.

According to the Foreign Language Annals[2] in 1976, 17.9% of Public Secondary School students in grades 7-12 were enrolled in a foreign language. The same report listed 1978 statistics compiled by individual state departments of education; Alaska is not included, which would seem to indicate that the information requested was not provided. Admittedly, figures today might not be the same as in 1978, but at that time the percent of secondary school students enrolled in a foreign language ranged from 4.5 in Mississippi to 39.2 in Connecticut with a median for the 29 responding states of 15.5%. According to our 1981 AFLA survey, 13.5% of Alaska's Public Secondary School students were enrolled in a foreign language, and that may, in fact, be an increase over 1978 according to the trend indicated on Table 8 on page 11.

[1]ACTFL Public Awareness Network Newsletter, vol. 1, no. 3 (Sept. 1982), p. 1.

[2]Foreign Language Annals, vol. 13, no. 3 (May 1980), p. 133.

1.2 INSTRUCTIONAL METHODOLOGY AND MATERIALS, AND INTEGRATION OF FOREIGN LANGUAGE TEACHING WITH OTHER SUBJECTS

In the larger school districts teachers generally have a variety of materials available and make use of many of them -- from textbooks and realia to video and audio tapes. As a rule, the smaller the schools, the fewer the materials, and the more the use of teacher-made materials.

On the other hand, there seems to be no lack of support equipment anywhere in the state. Almost 80% of the teachers who responded have access to video players; computers are also available in many districts. The use of such equipment should be considered to solve some of the problems that challenge foreign language teachers, especially in isolated communities. It should not, however, be regarded as a panacea.

Classroom activities seem to focus on a pattern of listening, speaking and reading, although there is no clear indication of one method. Most instructors use a variety of activities that best fit with (1) their own personal background, (2) their teaching situation, and (3) the materials available to them.

Many instructors integrate foreign language instruction with other courses their students are taking, especially with social studies activities in history, geography and current events. Sometimes these subjects are incorporated into the foreign language lesson while at other times students do work in other classes related to their foreign language background. In one school German history is being taught as an individual study in German for social studies credit.

Foreign language instruction is also perceived and actively used as an opportunity for students to learn more about English grammar, vocabulary and structure. World literature projects sometimes combine foreign language interests with English credit courses.

Other subject areas which are being integrated into foreign language studies include art, choir, and home economics, specifically the preparation of foreign foods. In fact, teachers feel that combining the foreign language instruction with other subjects is one of the most significant ways to make language learning relevant, regardless of the size and location of their school.

1.3 TEACHER TRAINING

What takes place in any classroom is largely determined by the teacher's training and background; this is particularly true in the foreign language classroom. What professional qualifications are then expected of a foreign language teacher? Responses in the survey indicate that there is a good deal of confusion regarding this training.

According to the Director of Personnel in Fairbanks, "There are no specific state requirements other than Alaska Statute 14.20.010 which mandates that a person may not be employed in the public schools of the state unless he possesses a valid teaching certificate." He pointed out that there may be local requirements such as those "established by the Northwes Association of Schools and Colleges (NASC) which is the accrediting body for our school district." These state under Standard VII - Preparation of Professional Personnel, A.5: "It is strongly recommended that the teacher have a major in the field in which he/she teaches. It should provide for a fifth year of study, largely in graduate courses. It is realized that in some cases, especially in small schools, that some teachers must teach in areas other than their major. The following minimum standards have been established: All subject matter teachers shall have a minimum of 24 quarter hours in each field or area, including 9 quarter hours in subjects closely related to courses assigned." (underlining added)

Administrators state that finding foreign language teachers that meet these requirements is sometimes difficult. But when teachers with less training are hired, they often assume their preparation meets the minimum standard. Unfortunately, there are several examples in the state where instructors have been asked to teach a language in which they have only received six hours of credit.

On the whole, however, the survey reflects that Alaska has a remarkably well trained group of foreign language teachers. Table 6, page 8, shows the average number of credits teachers have earned in the foreign language(s) they are teaching. Some instructors listed their degrees rather than the number of credit hours; at least one has a Ph.D. in the field, others have M.A.'s, and still others are native speakers of the language they teach.

TABLE 6

TEACHER PREPARATION AS MEASURED BY ACADEMIC CREDITS EARNED

Location	Average Number of Credits
Anchorage	41.8
Fairbanks	32.2
Districts With 2-3 Schools Responding[a]	41.6
All Other Districts	36.2
Overall State Average	37.9

[a] Juneau, Kenai Borough, Matanuska-Susitna Borough, Railbelt, Sitka

Additionally, most instructors (85%) have either studied or traveled, some quite extensively, in a country where the target language is used. By contrast then, teachers who have only minimal backgrounds in a language are placed in a very difficult situation. One would expect that the well prepared and experienced teacher might be able to help his/her colleague, but in the day to day teaching situation, usually they both come to resent the situation. In the process, students are frequently not only shortchanged in their foreign language experience, but also learn to dislike it.

1.4 PROFESSIONAL ISOLATION AND OTHER PROBLEMS

Foreign language teachers in all communities expressed a sense of isolation. In Alaska, professional isolation results often from geographical isolation as is illustrated in Table 7.

TABLE 7

GEOGRAPHICAL DISTRIBUTION OF FOREIGN LANGUAGE TEACHERS

Location	# of F. L. Teachers	% of Total # of F. L. Teachers
Anchorage	39	43.3
Fairbanks	12	13.3
Kenai Borough	6	6.7
Southeast School Districts[a]	13	14.4
All Other School Districts	20	22.2

[a]See Table 3, page 5, for districts included as Southeast School Districts.

In other cases, professional isolation may result from academic isolation and lack of identity within the school. Seldom are there foreign language department chairpersons. When it comes to budget requests for foreign languages, this handicap is quite apparent.

In Fairbanks, foreign language instruction is, for example, under the mathematics department at one school, under the social studies department at another, and under language arts at still another. Who then looks out for the interests of foreign languages?

To overcome professional isolation, some instructors suggested exchanging foreign language tapes, reading books in the target language(s) or independent study when district in-service programs or courses through the University of Alaska are not feasible. However, in some cases, isolated teachers are not even aware of professional organizations in the state and may not necessarily seek out opportunities that do exist, because teaching foreign language is only a small part of their teaching load. Another significant aspect of the isolation problem is the fact that many Alaskans do not perceive themselves as having regular contact with people who speak foreign languages, and therefore do not readily see the need and/or value of foreign language learning.

Also frequently mentioned were problems of scheduling, low enrollments, lack of interest in academic subjects that require homework, and continuity of a language, especially in smaller districts when the one foreign language instructor leaves. The numerous suggestions as to how these problems might be dealt with have helped to formulate many of the recommendations of this report.

1.5 STUDENT EXPECTATIONS

The primary reasons students enroll in foreign languages are to meet a college requirement or recommendation and to satisfy a personal interest. Travel was indicated as being a less important reason; this is interesting in relation to the number of school group trips organized. It appears that while teachers see the value of travel for improving language competence, their students do not highly value language competence for travel.

Almost no one responded that business opportunities would motivate students to enroll in a foreign language. In Fairbanks and Anchorage, however, tourism and other economic opportunities were considered as fairly important uses for foreign language. In the visits made to various communities as part of this report, it becomes clear that economic activities in almost every community are dependent to some degree on interaction with people who speak a language other than English. The recommendations contained in this report speak to the need of increasing the awareness of foreign language opportunities in Alaska's economy.

1.6 SUMMARY

The 1981 AFLA Survey provides a base of information about foreign language instruction. It does not attempt to assess student performance nor to evaluate teachers, and few visits were made during actual teaching times. However, teachers' attitudes towards foreign language instruction were inescapable and, as such, were factors considered in the final recommendations.

Prior to this report, the most recent documentation regarding foreign language instruction in Alaska had been a 1980 Foreign Language Issue Analysis prepared within the Department of Education. This study relied heavily on guidelines from the State of Virginia and the responses from superintendents of Alaska's 52 school districts to four questions. Foreign language enrollment figures for the 1979-80 school year were collected and are shown in Table 8.

TABLE 8

FOREIGN LANGUAGE ENROLLMENT INCREASES 1979-1981

Language Taught	# Enrolled 1979	# Enrolled 1981	% Change Over 2 Year Period
Spanish	1,763	2,193	+ 24.4
French	1,935	1,938	+ 0.2
German	839	915	+ 9.1
Latin, Russian & Esperanto	266	151	- 43.2
TOTAL	4,803	5,197	+ 8.2
Alaska Native Languages	2,050	3,884	+ 89.5

The comparison may be flawed somewhat because the data sources and base for both surveys cannot be guaranteed to be the same. Furthermore, the changes observed over a two-year period cannot be interpreted necessarily as an enrollment trend; long-term data are needed for that. However, it is interesting to note the increase in Alaska native language instruction. That may, in fact, be related to the three recommendations made in the Foreign Language Issue Analysis, as follows:

(1) The State Board of Education should consider the establishment of a policy regarding the teaching of languages other than English. This policy statement would enable the Department of Education to take a leadership role in developing criteria of excellence to be used by local school districts for evaluating and developing foreign language programs.

(2) The State Board of Education should encourage the collection of data which would provide direction to school districts in developing foreign language programs in order to meet existing and/or anticipated areas of need.

(3) Local school districts should be strongly encouraged to reevaluate their foreign language offerings and requirements to insure that they are relevant, given the current and future international situation.

As a result of the first recommendation, the State Board of Education adopted Policy Statement 3.2.5 regarding Second Language Instruction on March 31, 1981.

> "Every student should have the opportunity to acquire a second language and instruction in that language should begin early in the elementary grades. In selecting the languages to be taught, the Board urges local districts to consider the cultural background of their communities as well as Alaska's emerging role in the world of economics and trade."

The implementation of this policy was a point of discussion in each of the communities visited. Table 9, page 13, summarizes efforts made to implement the Second Language Policy under special programs. To date it would appear that few opportunities have been made available for students to acquire a second language other than Alaska native languages. Alaska's emerging role in the world of economics and trade has not been addressed.

Table 10, page 14, shows how many students actually are involved in second language learning of any kind. The conclusion is that at present less than 13% of all students - less than one in eight - have any second language instruction and even fewer have the opportunity to substantially acquire the language. The various Special Programs listed in Table 9 cannot lead to such substantial acquisition unless, or until, they are integrated into a continued and well coordinated foreign language program extending over several years and levels. (A similar observation appears to apply to many of the Alaskan native language projects.)

TABLE 9

FOREIGN LANGUAGE INSTRUCTION IN SPECIAL PROGRAMS[a]

District	Type of Program	Grade Level	Approximate No. Of Students
Anchorage	1. EXPLORATORY PROGRAM - Four different languages introduced - One language per 9-week quarter - One class period daily for 1 year	7 or 8	225 - 300
	2. PACT (A Gifted/Talented Program) - Japanese, Spanish, German or French Taught in either 1 hr. session, 1-2/wk. or 15-30 min. session, 1-3/wk. for school year or 10% of time for 6 wks.	Pre-School - 6	250+
	3. BILINGUAL ED. PROGRAM[b] - Japanese, Korean, Spanish, Filipino & Vietnamese taught under Title VII[c] - 15-30 min. sessions 1-2/wk. for one month, semester, or year	K - 6	150 - 200
	4. FLES (A proposal presented to district for pilot program at Baxter Elementary School) -Developed by a committee of parents, staff and FL Curriculum Committee -Requests one full-time teacher to present approx. 75 min. of FL instruction/wk. in every class -Program approved but not funded	K - 6	600 (if implemented)
Delta/Greely	EXPLORATORY PROGRAM - Spanish introduced during one 9 wk. quarter	7 or 8	n/a
Dillingham	Under GIFTED/TALENTED PROGRAM - Spanish as after school enrichment	K - 6	n/a
Fairbanks North Star Borough	1. EXPLORATORY PROGRAM - Spanish introduced during one 9 wk. quarter	7 or 8	350
	2. Under GIFTED/TALENTED PROGRAM - Spanish, German, French, Japanese, Russian, Hebrew, Norwegian, Arabic & Latin taught in 30-45 min. sessions once/wk. - Primarily enrichment	1 - 6	250
Iditarod Area	ENRICHMENT in Spanish as ongoing part of classroom work by teachers with Spanish background.	4 - 6	n/a
Kenai Peninsula Borough	BILINGUAL ED. PROGRAM - Russian at Nikolaevsk, but specific information unavailable	n/a	n/a
Sitka Borough	EXPLORATORY PROGRAM - French introduced during one 9 wk. quarter	6	150

[a]The students in these programs do not receive foreign language credit and therefore are not included in Table 3, page 5, Foreign Language Enrollments.

[b]Bilingual Education programs exist throughout the state. Only in Anchorage was it perceived as a foreign language opportunity.

[c]For information on independent ethnic language schools, see Note 2, p. 20.

TABLE 10

SUMMARY: SECOND LANGUAGE EXPOSURE OF ANY KIND

Location	No. In Foreign Language	No. In Foreign Language In Special Program	No. In Alaska Native Language	Total 2nd Language	Total Enrollment	% Enrolled In 2nd Language
Anchorage	3,347	750	0	4,097	37,000	11.1
Fairbanks	789	600	0	1,389	11,225	12.4
Kenai	258	n/a	0	258	6,272	4.1
Southeast School Districts[a]	466	150	194	810	11,164	7.3
All Other Districts With Alaska Native Language Programs[b]	38	n/a	3,690 +97 ESL[c]	3,825	9,691	39.5
All Other School Districts[d]	299	n/a	0	299	8,657	3.5
STATE TOTALS[e]	5,197	1,500	3,981	10,678	84,009	12.7

[a] Southeast Districts:

Chatham
Haines
Hoonah
Hydaburg
Juneau
Kake
Ketchikan
Petersburg
Sitka
Southeast Island
Wrangell
Yakutat

[b] Other Districts With Alaska Native Languages:

Aleut Region
Bering Straits
Dillingham
Iditarod Region
Kuspuk
Lake & Peninsula
Lower Kuskokwim
Lower Yukon
Nome
North Slope Borough
N.W. Arctic
S.W. Region
Yukon Koyukuk

[d] All Other Districts:

Adak
Alaska Gateway
Copper River
Cordova
Delta/Greely
King Cove
Matanuska-Susitna
Nenana
Railbelt
Valdez

[c] ESL = English as a Second Language

[e] Only districts which responded to the 1981 AFLA Survey are reflected in the above figures.

2. SCHOOL AND COMMUNITY VISITS

During the final phase of this project, visits and on-site personal interviews were made in eight communities. The reasons a school or district was selected varied, and indeed each had unique features which added breadth to the information. On the other hand, there was a pattern to the discussions in the form of the following questions:

(1) How does the district meet the needs of its students with regard to second language opportunities?

   a. What do most students do after high school graduation?
   b. What is the economic base of the community and how do graduates fit into this?
   c. How important is the Second Language Instruction Policy and the idea that Alaska's economic future may be tied to the Pacific Rim, in the education of students in this district?

(2) How could the district broaden students' understanding of "their" world through second language instruction and exchange programs?

(3) What could the Alaska Foreign Language Association do to help in strengthening foreign language instruction?

The information collected through the community visits reflect the diversity of this vast state as well as many threads of similarity. Examples of both can be found in the following summaries of the eight districts visited.

2.1 DILLINGHAM CITY SCHOOL DISTRICT, DILLINGHAM

There is extensive contact with the Japanese to whom local fishermen sell their fish to be processed. A member of the community expressed concern that youngsters in Dillingham need to understand how their fish fit into the world market to be able to compete successfully, and recommended student exchange programs with Japan as done in the past in Dillingham. Some educators feel there is little support for foreign language instruction in the community while others see their responsibility as simply preparing students to learn a foreign language at a post-secondary level. One administrator suggested that the state's Second Language Instruction policy could be met through video tapes, cassette recording and computer programs, and that students should not be limited to the languages of the Pacific Rim. There is administrative reluctance towards exchange programs other than with communities in the "Lower 48."

2.2 SOUTHWEST REGION SCHOOL DISTRICT, DILLINGHAM AND MANOKOTAK

The district is composed of schools in 11 Yupik Eskimo villages with the district office in Dillingham. No school has more than 150 students and over half have less than 20. Yupik Eskimo is the primary

language in these villages, but teachers are not required to learn the language and few of them know it. English is taught as a second language and in Manokotak, one of the larger fishing villages, seems to truly qualify as a foreign language. Exchange programs with Japan have been tried, but it is still too soon to determine whether the long-term benefits warrant the costs in terms of dollars, time and problems of organization.

2.3 NORTHWEST ARCTIC SCHOOL DISTRICT, KOTZEBUE

Students in this district speak "village English" as the primary language. District administrators feel it is their responsibility to make every student fluent and literate in Inupiaq as well as in English. As part of this goal, and because the schools and teachers are being viewed as playing a vital role in keeping the native language alive, teachers are encouraged to take courses in Inupiaq. With this emphasis on both the native language and English, district administrators feel there is little room for the teaching of other languages, although educators and students at the high school indicated interest in German and French. More contact with foreign language instructors in other districts is desired to share ideas and pool resources. The economic base of the community is not clear; there seems to be considerable unemployment. Because of conflicting information from outside the district administration, it is not possible to ascertain if the policy to provide the opportunity for instruction in a second language is being met.

2.4 NOME CITY SCHOOLS, NOME

Educators see little future for the foreign language program in Nome because the district is in the process of cutting staff and electives. Administrators stated that foreign languages are available through the Gifted and Talented Program, computers and tutors if students really want them, but meeting the Second Language Instruction Policy is a low priority. In response to what AFLA might do to strengthen foreign language instruction, one person stated that it was a waste of time to come to Nome. And indeed, in the Nome Public Schools Needs Assessment, December 1981, out of a total of 63 questions, none relate to the study of foreign languages. Yet numerous responses refer to the importance of foreign languages. The Assessment includes references to specific foreign languages needed in addition to native languages and comments such as "Need foreign languages!" or "In a community of ever-increasing nationalities/races it seems rather narrow to ask ALL people to support NATIVE programs. Parents should take responsibility for native language/cultural heritage training. Schools should prepare students to cope with and be successful in the world community, not just Nome, Alaska." The economic base was not clear, but one person felt, "Kids don't see any future here, but they can't make it anywhere else!"

2.5 NORTH SLOPE BOROUGH SCHOOL DISTRICT, BARROW

At this time most students have about equal ability in English and Inupiaq, but the language they use most is "village English." As English becomes more dominant, educators would like to strengthen Inupiaq instruction for both students and teachers but finding Inupiaq instructors is almost impossible. The Second Language Instruction Policy is being met with widespread opportunities to learn English as a Second Language and Inupiaq. The economic base depends primarily on activities in the borough funded with tax revenues from oil resources, and local people do not necessarily realize how their community's money is tied to the world oil market. Many students do not understand how life in the North Slope Borough is related to Washington, D.C. Native cultural values are sometimes in conflict with mainstream American values; these cultural conflicts are complex and reflected in the languages used. Until students master the languages most needed in their community, the appropriateness to add another is questioned. French, Spanish and Japanese have been considered, but a commitment to add one of these has not yet been made.

2.6 IDITAROD AREA SCHOOL DISTRICT, MCGRATH

The district comprises 324 students in 9 communities spread over an area the size of Ohio. Government agency headquarters and the native corporation subregional office in McGrath provide much of the area's economic base. The school district has a strong language program with instruction in four Alaskan native languages and three European languages. An open and nurturing atmosphere prevails; teachers are known personally, respected and praised for what they do right. Teaching materials and professional information are offered freely. Second language instruction is encouraged, and district administrators reflect a strong commitment to language education in hiring practices. They asked AFLA to (1) work for implementation of the Second Language Instruction Policy statewide, (2) make tapes available, (3) compile a list of elementary materials available for foreign language instruction, and (4) if AFLA couldn't do this, they recommended a coordinator's position within the Department of Education to provide this kind of support and pooling of resources information.

2.7 KENAI PENINSULA BOROUGH SCHOOL DISTRICT, KENAI AND SOLDOTNA

Foreign language instruction is limited to the three largest high schools of the district; the school board has been reviewing the foreign language curriculum and is considering an expansion of the offerings to include more levels and more languages. The need for Japanese has been expressed in fishing and shipping communities, and there is a Russian community where children are bilingual in English and Russian. However, administrators do not necessarily see foreign language instruction as a priority. The revenues from oil resource development have made possible several new, well-

equipped schools; the athletic facilities are impressive and computers are available and being used to teach foreign language vocabulary. Emphasis is on technology, vocational training and marine science education. No reason is seen to spend money on pursuing exchanges with countries of the Pacific Rim. Administrators suggest that AFLA support the more flexible learning alternatives available through correspondence courses and telecommunications. Teachers asked AFLA to provide them with fliers about foreign language benefits to give to counselors and expressed appreciation for the contact they have with other foreign language instructors through the AFLA newsletter.

2.8 ANCHORAGE SCHOOL DISTRICT, ANCHORAGE

With almost half of the students enrolled in Alaska's public schools in Anchorage, it was possible to visit only a sampling of the schools in the district. The size of the district is an asset in that there are large numbers of students to potentially enroll in foreign languages. It is a liability, however, in that there is a reluctance to initiate a program in one school which cannot really also be offered to all students in the district. An illustration of this policy of uniformity is the well planned Foreign Language in the Elementary School program prepared by a committee at Baxter School and approved by the Board but not yet funded. Although there are examples of strong foreign language programs in individual schools, there seems to be little district commitment to foreign language instruction in that: (1) There is no consistency in the district regarding who is qualified to teach foreign languages. (2) There is a problem of continuity from one level to another. (3) Foreign language teachers sometimes seem encouraged to compete with one another rather than to work together to strengthen the total program. (4) There is little apparent support and coordination for foreign language instruction from the district office. Teachers are cautious about recommending an administrative position, however, unless the person hired has experience teaching foreign languages. There are many foreign language opportunities in Anchorage in business, education and social circles. Tourism, businesses, educational meetings and international interest groups give foreign language education a positive impetus. As for second language learning opportunities within the schools, however, it would appear that until students are at the secondary level the opportunities are quite limited.

2.9 CONCLUSIONS

On the whole, educators seem to see a need for youngsters to have the opportunity to learn a second language, but when faced with budgeting decisions, administrators tend to perceive foreign languages as less needed than other programs. As a result, the students in Alaska's public schools are a long way from widespread opportunities to acquire a second language, especially at the elementary level. For foreign language programs to be implemented,

not only must educators be aware of the need, but administrators must be aware of how children acquire a second language. The following considerations are particularly important:

(1) Learning should begin early in the elementary grades. Research seems to suggest that a child's ability to master all aspects of a second language declines after the age of ten or twelve, or perhaps even earlier.[3]

(2) It takes <u>years</u> to really learn a language. Two years of classes in high school is hardly enough time to get beyond the bare rudiments of a language, and with even less exposure, students will retain little of what they learn.

(3) Mastering a language is a building process. As the student progresses from one level to another, it is vital that the foreign language program be continual (no skipping a year or two), coordinated (the building blocks must fit together in scope and sequence), and credited (enrichment status implies the program is a frill).

What is involved in the second language opportunities, how much of it is language and how much is a discussion of the culture in English, and finally what teaching materials are available, vary greatly. Numbers alone do not indicate the quality of a program. However, quality is related directly to the teacher's training and background experiences in the target second language. For this reason, administrators have tremendous control over the effectiveness of foreign language programs because of the qualifications they look for when hiring teachers. Administrative commitment to foreign language instruction and an understanding of the qualifications necessary to teach a particular foreign language vary greatly and often reflect the administrator's own language experiences or lack thereof.

Because language and culture are closely tied, second language learning opportunities enable students to increase their understanding of the world. For many this involves learning about cultures of other countries through a foreign language. For others it entails a greater appreciation of Alaska's heritage through the study of native languages. For those who live in isolated villages and learn English as a second language, life in Anchorage may be foreign and travel experiences to the "Lower 48" of more value than a trip to Europe might be for a metropolitan area student. Opportunities for each of these types of exchanges exist, but the extent to which students actually participate varies. Everyone seems to agree on the value of exchange programs. The question is whether the benefits justify the costs. At this time no reliable data are available on the actual cost of the benefits.

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[3] Joan Beck, <u>How to Raise a Brighter Child</u> (New York: Pocket Books, 1975), p. 125; see also various articles by Lenneberg, Seliger, Krashen, Oyama, Lamendella, and others.

AFLA was generally applauded for its current efforts to strengthen foreign language instruction. It is felt that teachers should take a more affirmative view of their responsibility for improvements. Although Alaska's foreign language instructors have tremendous potential for making these improvements, they do not have the time, resources, and in some cases, the background to do the job alone. They need support from outside the classroom. Therefore it is vital that the Alaska Department of Education and larger school districts provide coordination leadership and resource support at the administrative level.

Notes:

(1) Originally visits to at least two school districts in Southeastern Alaska were scheduled. Time pressures and personal circumstances did not permit them. This is all the more regrettable since the very successful and imaginative annual Southeastern Foreign Language Festival, which rotates among the major cities in Alaska's panhandle and in which numerous schools participate, invites the conclusion that teacher cooperation is particularly good, and district support strong.

(2) In Anchorage, the Japanese and Korean communities maintain their own week-end language schools independently from the public school system (Japanese school coordinator: Mr. Tsuguo Arai; Korean coordinator: Mrs. Vittone). The Chinese community is expected to follow suit in the course of 1983.

3. STRENGTHS AND WEAKNESSES OF FOREIGN LANGUAGE INSTRUCTION IN ALASKA

3.1 STRENGTHS

Alaska's greatest strength in foreign language instruction is its potential for development. In four general areas this potential is particularly significant: (1) Alaska's geographic and economic position, (2) the commitment to second language instruction, (3) the foreign language teachers, and (4) technology.

(1) ALASKA'S GEOGRAPHIC AND ECONOMIC POSITION[4]

Because of the state's pivotal position on the Pacific Rim and proximity to Europe via the polar routes, Alaska is at a crossroad of international traffic. Concurrently, Alaska is uniquely suited for export trade because of the enormous supply of raw products. In 1981, Alaska was the most export-dependent state in the U.S., with fully thirty-five percent of the state's employment related to foreign trade, mainly in forest and seafood products, natural gas and fertilizers. Areas with a good potential for development include petro-chemicals, possibly oil, agricultural products, mineral resources, and of course international tourism. To compete in the world market, Alaskans must however become familiar with other languages and cultures.

In administrative budgetary decisions as well as in the public debate on funding priorities, the economic benefits of foreign language and international studies must be considered. Alaska has the financial ability to fund well-planned, documented cost-effective education programs. Moreover, civic organizations and international support groups help carry some student travel and exchange programs, and scholarship funds are sometimes available for foreign language teachers to attend professional meetings and travel overseas. However much more could and should be done. For example, activities such as regional foreign language festivals and the State Declamation Contest should be supported with educational funds within school budgets just as music and athletic events are.

(2) THE COMMITMENT TO SECOND LANGUAGE INSTRUCTION

Policy Statement 3.2.5 of the State Board of Education supports second language opportunities and instruction beginning early in the elementary grades. Since the adoption of this policy there has been a significant increase in the study of Alaska native languages. The policy specifies that languages should be selected with consideration given to the cultural background

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[4] Much of the information in this section is based on the Final Report on Pacific Rim Trade Development, published by the Governor's Council on Economic Policy (Juneau, Alaska, December 1982), pp. 42-54.

of communities as well as to Alaska's emerging role in the world of economics and trade.

Alaska native language and foreign language instruction should complement rather than compete with one another. Each fills an important educational need that cannot be met by the other. Furthermore, Alaska native languages are a part of the cultural heritage of all Alaskans, and foreign language learning opportunities should not be limited to particular segments of the population.

(3) THE FOREIGN LANGUAGE TEACHERS

Repeatedly this report has stressed the vital role of the teacher in the effectiveness of foreign language instruction. Alaska's foreign language teachers are well-trained, well-traveled, and many seek opportunities to maintain and improve their foreign language capabilities despite the handicap of professional isolation. If provided with informational support, foreign language teachers can effectively communicate to students, parents and administrators the value of foreign language studies, and offer their special expertise to the community as a whole.

(4) TECHNOLOGY

Alaskan teachers have access to a wide range of equipment. Software programs in foreign languages, video and audio materials and telecommunication technology could be used to reduce isolation. On the other hand, the limitations of technology must be recognized. Speaking is a human characteristic. Learning to speak a second language is best accomplished with someone who speaks the language with reasonable fluency and has the ability to think in the target language. Furthermore, knowledge of a language is not enough; not everyone has the ability to teach languages. A recorder and computer can drill the vocabulary and grammar for which it is programmed; it cannot carry on a conversation nor respond to unprogrammed student questions. A technician who understands the equipment may not have the training to teach languages. Yet, video and cassette tapes can bring authentic situations and native speakers of the target language into the classroom of even the most isolated school and give an added dimension to foreign language instruction.

3.2 WEAKNESSES

Alaska does have problems which, if not addressed, could seriously weaken foreign language instruction. They can be grouped into four general categories: (1) misconceptions, facts and public awareness, (2) commitment at the district and school level, (3) teacher isolation, and (4) materials.

(1) MISCONCEPTIONS, FACTS, AND PUBLIC AWARENESS

Frequently, foreign language programs have to contend with serious misconceptions; for example:

(a) Misconception: A certified teacher who has studied a foreign language at some time is qualified to teach it.

Fact: Foreign language teaching requires two skills: knowledge of the language and related culture(s) and the ability to teach them; both of these require special training, continuous practice, exposure to the culture, and periodic study.

(b) Misconception: Foreign language learning is a frill; if there is a shortage of funds or time, it can be cut.

Fact: Foreign language learning has personal and educational value, professional and economic benefits, and is vital for our nation's security and leadership.[5] Because of Alaska's geographic and economic position, foreign language learning has an even stronger purpose here.

(c) Misconception: If at all, foreign languages should be offered only after students have mastered English, that is in high school or college.

Fact: Foreign language instruction ought to begin early in the elementary grades because that is when we can best learn a second language. Students should be encouraged to continue any language begun for several years, and instruction should be offered by the schools for at least four years as it takes years to learn a language well. When foreign language learning opportunities are cut, students' educational choices are limited and their options in life are narrowed.

(d) Misconception: The main reason for studying a foreign language is to meet a college entrance requirement.

Fact: Colleges and universities are indeed reinstating foreign language requirements or

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[5]Paul Simon, The Tongue-tied American (New York: Continuum, 1980) makes a most convincing case.

> recommendations, but foreign language studies should not be limited to college-bound students. In learning a second language, students have an opportunity to increase appreciation of their own as well as other people's cultural background and to acquire a skill which may be useful later in life. Opportunities to learn a foreign language should not be limited to special segments of the population by ethnic background, place of residence, or academic goals.

Awareness of such facts is vital. Over half of the problems mentioned in the survey responses concern it, for example, "Keep administration informed," "Educate parents," "Provide counselors with information about foreign language benefits," and "Use mass media to educate the public." Clearly there is a need for widespread public education regarding foreign language instruction.

(2) COMMITMENT AT THE DISTRICT AND SCHOOL LEVEL

The State Board of Education indicated its commitment regarding foreign language instruction with adoption of Policy 3.2.5. In order for students to have the opportunity to acquire a second language, instruction must be coordinated in scope and sequence, continued on a regular basis, and credited. Meeting these three conditions demands a commitment from local administrators who did not take part in the policy decision and who in fact may not totally support it. To assure that foreign language instruction benefits from the policy, the members of the Board of Education and all who support the recommendation must vigorously promote its merits.

(3) TEACHER ISOLATION

Foreign language teachers often feel isolated from the culture of the language(s) they teach, from others who speak the language(s) and from colleagues who share their interests and concerns. Geographic isolation and the enormous distances in Alaska exacerbate the problems. It is difficult for many foreign language teachers to participate in workshops and in-service sessions. The facilities, courses or special lectures offered by the University of Alaska are normally inaccessible to instructors outside of Fairbanks and Anchorage. Some teachers are not even aware of opportunities nor of professional organizations that could help them break out of such isolation.

(4) MATERIALS

Information about appropriate teaching materials is not always readily available. A case in point is the teaching of foreign languages in the elementary school (FLES). FLES materials have been developed and used in other states, but little is known

about them in Alaskan schools. A similar lack of information hampers planning by some schools to introduce, for example, Japanese, Chinese or Korean. In some districts there is even a need for data about material suitable for French or Spanish high school classes or for Alaska native language programs. To gather and disseminate such information is one of the services a foreign language coordinator in the Department of Education could provide.

3.3 CONCLUSION

The weaknesses of foreign language education in Alaska are serious. They are, however, not insurmountable, particularly since strengths counterbalance the weaknesses. Misconceptions can be corrected with greater public awareness. Teacher isolation could be reduced and information regarding appropriate foreign language teaching materials researched and made available. In the 1981 Foreign Language Issue Analysis the argument for a policy statement regarding second language education was that it would enable the Department of Education to take a leadership role in developing foreign language instruction programs. The policy has been adopted; now the Department of Education should initiate the leadership.

4. RECOMMENDATIONS

4.1 RECOMMENDATIONS TO THE STATE OF ALASKA

1. Because Alaska's foreign language needs are not clearly defined in relation to Alaska's trade potential with foreign countries, tourism and opportunities in the labor market,

   it is recommended that THE GOVERNOR APPOINT A STATE COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL EDUCATION.

   The commission's responsibilities should include:

   (a) study the question of foreign language and global education, especially in relationship to the needs of the state as a competitor in international trade;

   (b) assess how the defined needs are, and can be, satisfied;

   (c) make recommendations as to how our children should be prepared to benefit from, and contribute to, the opportunities and the potential offered by Alaska;

   (d) promote public interest in its findings and recommendations.

2. Because there is urgent need for leadership at the state level in strengthening foreign language instruction,

   it is recommended that THE DEPARTMENT OF EDUCATION FUND A FULL-TIME FOREIGN LANGUAGE SUPERVISOR.

   This supervisor should:

   (a) work with local school district administrators and foreign language teachers in the development and implementation of foreign language programs that are educationally excellent, economically cost effective and appropriate to meet local, state and national needs;

   (b) provide coordination, resource information and materials; and

   (c) generally promote the study of foreign languages.

   Because foreign language pedagogy has developed in the recent past a broad array of discipline-specific methods and approaches to language teaching,

   it is further recommended that THE COORDINATOR BE A FOREIGN LANGUAGE PROFESSIONAL WITH SOLID EXPERIENCE IN TEACHING.

3. Because there is a need to increase public awareness of the personal and societal benefits of foreign language instruction,

   it is recommended that THE DEPARTMENT OF EDUCATION COMPILE SUCH INFORMATION.

   It should do so in cooperation with the Departments of Natural Resources, Labor and Commerce and the Division of Tourism in order to include the benefits of foreign language ability in and to Alaska's economy.

   It is further recommended that THE DEPARTMENT OF EDUCATION DISTRIBUTE THESE FINDINGS TO EVERY SCHOOL DISTRICT IN THE STATE AND DISSEMINATE THEM TO THE GENERAL PUBLIC.

4. Because second language learning is an essential and integral part of an education for living in today's and tomorrow's world,

   it is recommended that THE DEPARTMENT OF EDUCATION ASSIST LOCAL SCHOOL DISTRICTS IN FULLY IMPLEMENTING THE SECOND LANGUAGE INSTRUCTION POLICY.

5. Because of the vital role of the teacher in foreign language instruction, and the misconceptions that exist regarding foreign language teacher qualifications,

   it is recommended that THE DEPARTMENT OF EDUCATION DEVELOP CLEAR, ADEQUATE MINIMUM PROFESSIONAL STANDARDS FOR FOREIGN LANGUAGE TEACHERS, AND RECOMMENDATIONS TO GUIDE ADMINISTRATORS IN HIRING SUCH INSTRUCTORS.

6. Because experience and research indicates that instruction is most effective when begun early in the elementary grades,

   it is recommended that THE DEPARTMENT OF EDUCATION HELP LOCAL SCHOOL DISTRICTS WITH FUNDING, INFORMATION AND OTHER SUPPORT TO ESTABLISH SOUND AND EFFECTIVE FOREIGN LANGUAGE PROGRAMS IN THE ELEMENTARY SCHOOLS AND TO COORDINATE THESE WITH PROGRAMS AT THE SECONDARY LEVEL.

7. Because second language instruction opportunities include Alaska native languages, foreign languages, and English as a second language,

   it is recommended that THE DEPARTMENT OF EDUCATION EXPLORE HOW FOREIGN LANGUAGE PROGRAMS AND BILINGUAL EDUCATION CAN WORK TOGETHER MORE EFFECTIVELY.

8. Because of teacher isolation and the need for foreign language teaching information and materials,

   it is recommended that THE DEPARTMENT OF EDUCATION ESTABLISH A LIBRARY OF RESOURCE INFORMATION AND SUPPORT MATERIALS FOR FOREIGN LANGUAGE INSTRUCTION, INCLUDING NOT ONLY PRINTED MATERIALS, BUT ALSO COMPUTER SOFTWARE, VIDEO, AUDIO AND FILM MATERIALS.

9. Because there is a need for information regarding the effectiveness of foreign language instruction,

   it is recommended that THE DEPARTMENT OF EDUCATION DEVELOP INSTRUMENTS FOR ASSESSING STUDENT PROFICIENCY IN A SECOND LANGUAGE, AND MONITOR THE ASSESSMENT ON AN ON-GOING BASIS.

   Because much progress toward these goals has already been made in other parts of the country,

   it is further recommended that THE DEPARTMENT OF EDUCATION COOPERATE CLOSELY WITH FOREIGN LANGUAGE SUPERVISORS IN OTHER STATES AND WITH THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, ACTFL.

10. Because of the potential need for Pacific Rim languages,

    it is recommended that THE DEPARTMENT OF EDUCATION EXPLORE POSSIBILITIES FOR INTRODUCING CERTAIN PACIFIC RIM LANGUAGES AT THE ELEMENTARY AND SECONDARY LEVEL.

    It is necessary to determine the languages for which there are qualified teachers, teaching materials and support resources and what exchange programs exist or can be established for Alaskan students interested in the cultures of the Pacific Rim.

4.2 RECOMMENDATIONS FOR SCHOOL DISTRICTS

1. Because foreign language learning has personal and educational values, national security and leadership ramifications, professional and economic benefits, especially in Alaska,

   it is recommended that ALL SCHOOL DISTRICTS IN ALASKA IMMEDIATELY AND VIGOROUSLY IMPLEMENT THE SECOND LANGUAGE INSTRUCTION POLICY.

2. Because implementation of the Second Language Instruction Policy depends on educators at the local level,

   it is recommended that EVERY SCHOOL DISTRICT IN THE STATE EXAMINE ITS COMMITMENT TO FOREIGN LANGUAGE INSTRUCTION IN LIGHT OF;

   (a) local, state, and national needs;

   (b) teacher qualifications in both mastery of the language and competence in foreign language pedagogy;

   (c) students' expectations regarding continuity, coordination, and credit;

   (d) the efforts necessary to make students aware of the benefits, and

   (e) funding potential.

3. Because foreign language instruction demands special skills that cannot be adequately assessed by persons not thoroughly familiar with the language in question, and because, in order to make the language come alive for the students, the teacher must be able to live it,

   it is recommended that SCHOOL DISTRICTS REQUIRE (A) FINALISTS FOR FOREIGN LANGUAGE POSITIONS TO BE INTERVIEWED IN THE LANGUAGE(S) AS A REGULAR PART OF THE HIRING PROCESS, AND (B) ADMINISTRATORS WITH HIRING AUTHORITY TO SEEK COMPETENT ASSISTANCE, IF NECESSARY, FOR SUCH INTERVIEWS IN THE LANGUAGE(S).

   Because of the uncertainties of having competent foreign language interviewers locally available at all times,

   it is further recommended that ESPECIALLY FOR OUTLYING AREAS, FOREIGN LANGUAGE INTERVIEWS BY TELEPHONE BE CONSIDERED ACCEPTABLE.

4. Because of the problems of linguistic, professional and geographic isolation for teachers of foreign language,

   it is recommended that DISTRICTS WORK TOGETHER ON A REGIONAL BASIS TOWARDS POOLING RESOURCES, PROVIDING FOREIGN LANGUAGE IN-SERVICE ACTIVITIES FOR TEACHERS AND BRINGING FOREIGN LANGUAGE STUDENTS TOGETHER FOR SPECIAL ACTIVITIES.

5. Because classroom teachers do not have the time, resources or position to coordinate foreign language instruction within the district,

it is recommended that LARGER SCHOOL DISTRICTS SUCH AS ANCHORAGE AND FAIRBANKS APPOINT AN ADMINISTRATOR WHO HAS FOREIGN LANGUAGE TEACHING EXPERIENCE, TO COORDINATE FOREIGN LANGUAGE INSTRUCTION WITHIN THE DISTRICT, PROVIDE LEADERSHIP IN THE DEVELOPMENT AND DISSEMINATION OF RELEVANT INFORMATION, AND WORK ON IMPLEMENTING THE POLICY REGARDING SECOND LANGUAGE INSTRUCTION.

4.3 RECOMMENDATIONS TO FOREIGN LANGUAGE TEACHERS

Because the teacher's excellence is ultimately the most important source of continued student interest and motivation,

it is recommended that FOREIGN LANGUAGE TEACHERS

(1) MAINTAIN AND IMPROVE CONSTANTLY THEIR OWN LANGUAGE ABILITY;

(2) STRIVE TO MAKE FOREIGN LANGUAGE VITAL, I.E. ALIVE, RELEVANT AND INTERESTING TO THEIR STUDENTS;

(3) BECOME INVOLVED IN PROFESSIONAL ORGANIZATIONS AND TAKE FULL ADVANTAGE OF THE EXCHANGE OF INFORMATION AND EXPERIENCE WITH COLLEAGUES THAT IS POSSIBLE WITHIN SUCH GROUPS.

It is further recommended that FOREIGN LANGUAGE TEACHERS

(4) COMMUNICATE ACTIVELY WITH THEIR ADMINISTRATORS REGARDING THE MERITS, PROBLEMS AND NEEDS OF THEIR FOREIGN LANGUAGE PROGRAMS;

(5) COMMUNICATE REGULARLY WITH STUDENTS REGARDING THE WHOLE RANGE OF REASONS FOR LEARNING FOREIGN LANGUAGES -- FROM PERSONAL ENRICHMENT, DEVELOPMENT OF A USEFUL SKILL AND INCREASED AWARENESS AND UNDERSTANDING OF ONE'S OWN AS WELL AS OTHER PEOPLE'S CULTURES TO ECONOMIC AND PROFESSIONAL BENEFITS, BUSINESS OPPORTUNITIES AND LEADERSHIP POSSIBILITIES;

(6) COMMUNICATE WITH PARENTS REGARDING THE VALUES AND SUCCESSES OF THEIR CHILD'S LANGUAGE EXPERIENCE AND THE IMPORTANCE OF CONTINUED STUDY FOR THE REALIZATION OF MAXIMUM BENEFITS;

(7) OFFER ASSISTANCE TO INDIVIDUALS IN THE COMMUNITY IN NEED OF A SPEAKER OF ANOTHER LANGUAGE;

(8) PARTICIPATE IN ANY KIND OF OUTREACH EFFORT THAT PROMOTES FOREIGN LANGUAGES ON THE LOCAL, REGIONAL, STATE OR NATIONAL LEVEL;

(9) WORK ACTIVELY TOGETHER TO SUPPORT ALL FOREIGN LANGUAGE ENDEAVORS IN THEIR COMMUNITY, DISTRICT, REGION, AND STATE.

4.4 RECOMMENDATIONS TO THE ALASKA FOREIGN LANGUAGE ASSOCIATION

Because it is the professional organization for foreign language teachers and all others interested in promoting foreign languages in Alaska,

it is recommended that THE ALASKA FOREIGN LANGUAGE ASSOCIATION

(1) STRENGTHEN ITS NETWORK OF FOREIGN LANGUAGE CONTACTS THROUGH THE NEWSLETTER AND PROFESSIONAL MEETINGS;

(2) ORGANIZE STATE CONFERENCES WITH SESSIONS THAT MEET THE NEEDS EXPRESSED IN THE SURVEY;

(3) SUPPORT EFFORTS TO GET FUNDING FOR FOREIGN LANGUAGE ACTIVITIES SUCH AS REGIONAL FOREIGN LANGUAGE FESTIVALS AND THE STATE DECLAMATION CONTEST;

(4) OFFER TO ASSIST DISTRICT PERSONNEL DIRECTORS IN FINDING QUALIFIED CONSULTANTS FOR INTERVIEWING FOREIGN LANGUAGE TEACHERS IN THE TARGET LANGUAGE; AND

(5) PROMOTE USE OF THIS REPORT AND IMPLEMENTATION OF THE RECOMMENDATIONS.

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APPENDIX A:

AFLA | **ALASKA FOREIGN LANGUAGE ASSOCIATION**

October 30, 1981

Dear Foreign Language Teachers and Administrators:

The nation as a whole is awakening to the very serious lack of awareness and understanding, among the younger generation, of other cultures, and of the skills necessary to communicate with other peoples. The promotion of foreign languages seems vital for the future of Alaska, too. Stronger international ties are needed to make maximum use of its natural resources, its scenic beauty, its cultural diversity, and its potential for scientific exploration. Likewise, a broader education of the young, one that is more open to cultural and linguistic variety, will foster a better understanding among the numerous ethnic groups that, together, make up the people of Alaska.

The Alaska Foreign Language Association, AFLA, has been granted funding by the Legislature to conduct a much needed thorough assessment of foreign language instruction in the state as well as several foreign language workshops and other professional opportunities. The results of this survey will be made public as part of a report that is due in the fall of 1982. It is hoped that the data will provide an accurate view of the strengths and weaknesses of foreign language instruction as well as an indication of the potential for development and how AFLA can better help foreign language teachers. For more information regarding the final report, you may contact AFLA, c/o Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska 99701.

We would like to take note that we have in Alaska a very special group of non-English languages which cannot properly be called foreign languages since they are native to Alaska. For the most part their study falls under bilingual education. However, we do not wish to exclude them from this assessment in the hope that our survey will reflect as accurately as possible the study of languages other than English.

Thank you very much for taking the time and interest to answer the questionnaire. Enclosed you will find a self-addressed stamped envelope to return it; we ask that you complete it and mail it back by November 12, 1981.

Sincerely,

Leslye A. Korvola

Leslye A. Korvola
'81 Survey Coordinator
1094 Coppet Street
Fairbanks, Alaska 99701

enclosures

AFLA SURVEY '81

The answers for this questionnaire are for:

_____
(Name of school district OR school if for only one school)

_____
(District superintendent OR school principal if for only one school)

1. Please indicate which languages are taught and the number enrolled at each level.

☐ Spanish

Number	
_____	K-6
_____	1st yr./Jr.H.
_____	2nd yr./Jr.H.
_____	1st yr./H.S.
_____	2nd yr./H.S.
_____	3rd yr./H.S.
_____	4th yr./H.S.
_____	Other; explain: _____

☐ French

Number	
_____	K-6
_____	1st yr./Jr.H.
_____	2nd yr./Jr.H.
_____	1st yr. H.S.
_____	2nd yr. H.S
_____	3rd yr. H.S.
_____	4th yr./H.S.
_____	Other; explain: _____

☐ German

Number	
_____	K-6
_____	1st yr./Jr.H.
_____	2nd yr./Jr.H.
_____	1st yr./H.S.
_____	2nd yr./H.S.
_____	3rd yr./H.S.
_____	4th yr./H.S.
_____	Other; explain: _____

☐ Russian

Number	
_____	K-6
_____	1st yr./Jr.H.
_____	2nd yr./Jr.H.
_____	1st yr./H.S.
_____	2nd yr./H.S.
_____	3rd yr./H.S.
_____	4th yr./H.S.
_____	Other; explain: _____

☐ Japanese

Number	
_____	1st yr./H.S.
_____	2nd yr./H.S.
_____	Other; explain: _____

☐ Latin

Number	
_____	1st yr./H.S.
_____	2nd yr./H.S.
_____	Other; explain: _____

☐ Native Alaskan Language; Specify which: _____

Number enrolled at various grades:

_____ K - 3 _____ 7 - 9

_____ 4 - 6 _____ 10 - 12

☐ Other foreign language; Specify which: _____

Number enrolled: _____

2. What instructional materials are being used:

☐ Textbooks

☐ Magazines &/or newspapers

☐ Supplemental books from school library

☐ Other supplemental books

☐ Tapes, records &/or cassettes for students' individual use

☐ Realia (actual items from culture(s) of language &/or available items to represent articles from culture(s) of the foreign language as food, games, clothing, artifacts, etc.)

☐ Classroom maps

☐ Bulletin board pictures/materials

☐ Movies, filmstrips &/or slide shows

☐ Video tapes

☐ Other; Specify: _____

3. What is the focus of classroom activities? List by order of importance (1, 2, 3, etc.) for each language and level, using the space below and the back of this page if necessary.

a) listening
b) reading
c) speaking
d) writing
e) oral exercises
f) written exercises
g) translating
h) individual study
i) discussions of linguistic points, relating the foreign language to English and other languages
j) appreciation of the culture(s) and contributions of people associated with the foreign language under study through discussion, films and reports, etc. in English
k) other; specify:_____

4. How much time is allocated to foreign language study for students each day/ each week? If this differs by level, please indicate.

5. How much physical space is allocated to foreign language study? If this differs from school to school, indicate the number of schools for which each answer applies.

No. of schools

_____ ▱ Each language has its own classroom.

_____ ▱ Classroom is used for more than one foreign language, but class time is limited to one language, one level.

_____ ▱ Classroom is used for more than one foreign language; class time is limited to one language although sometimes at more than one level.

_____ ▱ Classroom is shared during class time with other students; place (corner or wall space) available as foreign language "nook."

_____ ▱ Classroom is shared during class time with other students; there is no extra space for foreign language materials.

_____ ▱ Other; explain:_____

6. What support equipment is available?

▱ Phonograph player
▱ Tape recorder/player
▱ Cassette recorder/player
▱ Cassette duplicator
▱ Bulletin Board (not committed to other uses)
▱ Filmstrip projector
▱ Slide projector
▱ Movie projector
▱ Video player
▱ Video maker (off TV)
▱ Other; Specify:_____

7. What telecommunication technology could be used to break the barrier of isolation?

- ▱ the state computer network
- ▱ a telephone hotline to centrally located expertise pool
- ▱ satelite-relayed TV programs
- ▱ other; specify:_____

8. How much training and/or background preparation is minimally expected for someone to teach foreign language in your school(s)?

9. What is the actual academic preparation and experience level for the foreign language teacher(s) in your school(s)? If more space is needed, use the back of this page.

FL Subject of the Teacher	No. of Credits in this FL	No. of Years Teaching this FL	Levels of this FL Teacher has Taught	Travel and Living Experiences in Countries of this FL
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

10. What are the teaching loads of foreign language teachers; what subjects and how many different levels of a language are they expected to teach each day?

11. When is the last time the foreign language instructor(s) had professional enrichment IN FOREIGN LANGUAGE TEACHING? Please be specific, listing each instance by the language taught. Use the back side of this page if more space is needed.

FL Subject of the Teacher	Type of Language Enrichment	Where	When
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

12. How else could teachers improve their foreign language competence?

13. a) What do you consider the two most difficult problems of foreign language teaching in your community?

    b) What do you see as a way to deal with these problems?

14. Why do your students enroll in a foreign language? Please indicate any reason that is appropriate with one check, a reason that applies to many students with two checks, and the most prevalent reason with three checks.

- ☐ Travel
- ☐ Student's professional goals
- ☐ College requirement or recommendation
- ☐ Family reasons
- ☐ Student's personal interest/ enrichment
- ☐ Local business opportunity uses
- ☐ Other; Specify:_____

15. How does your foreign language program try to meet the expectations indicated above?

16. How is foreign language teaching integrated with other courses the students may be taking? Please give specific examples.

17. How is the foreign language under study made relevant to students? For each item checked, please give an example and indicate frequency or date when last done. Use the back of this page if more space is needed.

- ☐ Current news:_____
- ☐ Learning through additional senses as taste:_____
- ☐ Special classroom activities as games, skits, dancing, celebrations, etc:_____
- ☐ Students encouraged to bring realia to share with class:_____
- ☐ Students encouraged to pursue special interest in the FL:_____
- ☐ Guest speakers:_____
- ☐ FL club:_____
- ☐ Participation in community events related to the FL:_____
- ☐ Student exchange program with a country where the FL is used:_____
- ☐ School group trips to country where FL is used:_____
- ☐ Class or school exchange of letters, albums or other materials:_____
- ☐ Penpals:_____
- ☐ Other; specify:_____

18. Has any interest been expressed for foreign language(s) to be taught at grade levels other than where currently offered?

19. Why was (were) the particular foreign language(s) taught selected to be included in the curriculum?

20. Is tourism being promoted as an economic base for your community? If so, what provisions have been made for non-English speaking tourists?

21. In what other ways might the study of foreign language(s) contribute to the economic activities of your community?

22. a) Which languages do you feel are important for Alaska but are not taught in your community?

    b) What steps should be taken to introduce them?

23. How can foreign language and bilingual programs strengthen each other?

24. Does foreign language have a separate budget in your school district? If not, who pays for the foreign language extras such as bringing in films, magazine subscriptions, supplemental books and other materials?

25. Do you have any foreign language club(s) for students? How are the activities funded?

26. Total number of students enrolled K - 6 (approx.): _____

Total number of students enrolled 7 - 8 (approx.): _____

Total number of students enrolled 9 - 12 (approx.): _____

OR Approximate number of students in your school: _____
(If answering this for an individual school)

27. Total population of the community (or communities in the school district): (approx.) _____

28. Please add any additional information about your community or school district which should be taken into consideration in relation to the foreign language program.

29. What question(s) should we have asked that we didn't?

30. Person completing this questionnaire: _____

Position: _____

Length of time in the community: _____

Other interest in foreign language(s):

- ☐ None
- ☐ Interest in travel
- ☐ Interest in tourism
- ☐ Personal enrichment
- ☐ Native speaker of _____
- ☐ Interest in foreign relations &/or use of foreign language(s) for business purposes
- ☐ Other; Specify: _____

PLEASE COMPLETE BY NOVEMBER 12, 1981 AND MAIL TO: Mrs. Leslye A. Korvola
1094 Coppet Street
Fairbanks, Alaska 99701

If you have any questions regarding this questionnaire, I shall be glad to answer them; my home phone is (907) 456-4620.

THANK YOU AGAIN FOR YOUR TIME AND INTEREST!

APPENDIX B:

OVERVIEW OF DISTRICTS & SCHOOLS WHERE FOREIGN LANGUAGES ARE TAUGHT IN ALASKA

Districts & Schools Sent 1981 AFLA Survey	80-81[a] Enrollment	81-82[b] Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
1. Adak Regional Schools	578	475[c]			
Bob Reeve High School	104	80	Yes	Spanish	Anne Frazier - S
2. Alaska Gateway School District	450	na	Yes		
Tok School	238	na		Spanish	Ruth Ann Hoar - S
3. Aleutian Regional School District	122	na	Yes		
1 school K-12		26		Aleut	na
4. Anchorage School District	20,161 (Elementary)	19,000 (Elementary)	Yes		
	16,111 (Secondary)	18,000 (Secondary)			
5. Bartlett Senior High School	1,829	1,700	Yes	Spanish	Mary Kay Davis - S
				French	Terry Higley - F
				German	Loretta Curgus - F
				Russian	Jo Sanders - G, R, L
				Latin	David Nelson - G
				Esperanto	
6. Central Junior High School	647	732	Yes	Spanish	Dawn Mendias - S, F
				French	Adelheid Pauls - L
				Latin	
7. Chugiak-Gruening Jr-Sr High School	1,389	1,600	Yes	Spanish	Susan Heitkamp - S
				French	Florence Pearson - F, G
				German	
8. Ora Dee Clark Jr-Sr High School	716	na	Yes	Spanish	Mary Wicks - S
				French	Lorena Gordon - F

[a] [b] Alaska Department of Education Directory 1981
AFLA 1981 Survey
[c] Underscored district enrollment numbers used to calculate total enrollments in Alaska

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
9. Dimond-Mears Jr-Sr High School	2,410	2,300	Yes	Spanish French German	Anne Arruda - S, F Yvonne Anderson - S Carol Maker - S Barbara Jacobs - F Willard Switzer - G
10. East Senior High School	1,947	2,200	Yes	Spanish French German Latin	Crickett Schmidt - S Maria Lam - S Marty Cashen - S Cindy Phillips - F Marilyn Decker - F Tom LeTourneau - G Howard Nakagawa - L
11. J. H. Romig Junior High School	684	na	Yes	Spanish French	Christine Person - S, F
12. Service-Hanshaw Jr-Sr High School	2,590	2,800	Yes	Spanish French German Russian	Ann Brown - S La Rae Groves - S Annemarie Collins - F (Department Chairman) Karen Lewis - F Janice Monroe - G De Lynn Chambers - R
13. Wendler Junior High School	1,013	1,000	Yes	Spanish French	Catherine Donahue - S Mabel Ellzey - F
14. West Anchorage High School	2,072	2,000	Yes	Spanish French German	Mary Spass - S Jerri Ammundson - F Barbara Hecker - F Melitta Buchanan - G (Department Chairman)
15. Steller High School	189	200	Yes	Spanish French Latin	Bonnie Lavan - S Sandra Jewell - F (also supervises volunteer teacher in Latin) Rosianne Donovan - L (volunteer teacher)

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
16. Annette Island School District	337	na	No		
Metlakatla High School*	171	na		Spanish	Stephanie Wickersham - S
17. Bering Strait School District	396	618	Yes	Central Yupik Siberian Yupik Inupiaq	na
18. Bristol Bay Borough School District	227	na	No		
19. Chatham School District	218	148	Yes	None Currently	
20. Chugach School District	55	na	No		
21. Copper River School District	565	na			
Glennallen High School	202	173	Yes	German	Daniel Schober - G
22. Cordova City School District	431	na			
Cordova Jr-Sr High School	198	na	Yes	German	Richard Port - G
23. Craig City School District	168	na	No		
24. Delta/Greely School District	831	na			
Delta Junction High School	191	na	Yes	Spanish	Sherry Heinbockel - S
25. Dillingham City School District	267	385	Yes	Spanish at Elementary Level	na
Dillingham High School	190	170		French Yupik	Lily Keesom - F
26. Fairbanks North Star Borough School District	11,225	na			
27. Ben Eielson High School	529	329	Yes	Spanish German	Cheryl Prindle - S, G

*Information by telephone, AFLA 1981 Survey

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
28. Fairbanks Alternative High School	135	na	Yes	French	Gayle Pierce - F
29. Lathrop High School	961	1,051	Yes	Spanish French German Latin	Kathy Alton - S Doug Bruce - S, G Judy Tolbert - F Pauline Chamness - L
30. North Pole Jr-Sr High School	819	878	Yes	Spanish French German	Rose Brooks - S Susanne Niebuhr - F, G
31. Ryan Junior High School	598	650	Yes	Spanish French	Sandra Smith - S, F
32. Tanana Junior High School	463	525	Yes	Spanish	Susan McCallister - S
33. West Valley High School	954	902	Yes	Spanish French German	Hannah Genaux - S, G Aldean Kilbourne - S, F
34. Galena City School District	143	na	No		
35. Haines Borough School District	418	483			
Haines High School	150	123	Yes	Spanish	Donna Truax - S
36. Hoonah City School District	213	na			
Hoonah High School	96	75	Yes	Spanish	John Whiting - S
37. Hydaburg City School District	79	92	Yes	Haida	na
38. Iditarod Area School District	318	350	Yes	Spanish French German Dena'ina DegHit'an Holikachuk Yupik	Karen Latiger - S Ronna Lopizich - S Dean O'Dell - F

	Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
39.	Juneau Borough School District	4,000	na			
	Floyd Dryden Junior High School	503	540	Yes	Spanish French	Madelyn Laschober - S, F
	Juneau-Douglas High School	919	900	Yes	Spanish French	Ethel Nayudu - S, F
40.	Kake City School District	198	na	Yes	Tlingit	na
41.	Kenai Peninsula Borough School District	6,272	na			
	Kenai Central High	na	600	Yes	Spanish French	Kathy Lucky - S Keith Tanaka - F
	Susan B. English Elementary/ High School	144	na	No		Gloria-Jean Aske[a]
	Homer Jr-Sr High School	476	445	Yes	Spanish	Juan Delbosque - S
	Soldotna High School	547	600	Yes	Spanish German	Janiece Knight - S Patrick Morrison - G
42.	Ketchikan Gateway Borough School District	2,414	na	Yes	Haida Tsimshian Tlingit	na
	Ketchikan High School	784	719	Yes	Spanish French	Mary Jo Turek - S, F
43.	King Cove City School District	120	na	Yes	None Currently	
44.	Klawock City School District	103	na	No		
45.	Kodiak Island Borough School District	2,080	na	No		
	Kodiak Junior High School	324	na	No	Spanish[a]	John Burnett[a]
	Kodiak/Aleutian High School	510	na	No	Spanish[a]	Janice Martini[a]

[a]Alaska Department of Education Directory 1981

Note: At the last minute it was learned that there is a second junior high school in Juneau: Marie Drake Junior High School: French and Spanish, Ethel Nayudu - S, F. No enrollment figures were obtained however.

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
46. Kuspuk School District	351	na	Yes	Central Yupik	na
47. Lake and Peninsula School District	390	na	Yes	Yupik Dena'ina Alutiiq	na
48. Lower Kuskokwim School District	1,753	na			
Bethel Regional High School	267	na	Yes	Yupik	na
49. Lower Yukon School District	1,120	1,197	Yes	Central Yupik	na
50. Matanuska-Susitna Borough School District	4,417	na			
Palmer High School	594	600	Yes	French	Laceta Setera - F
Wasilla High School	673	750	Yes	Spanish French	Virginia Lawton - S, F
51. Nenana City School District	202	na	Yes	None Currently	
52. Nome City School District	715	760	Yes	Spanish French Latin Siberian Yupik Inupiaq	Ron Gerton - S Aileen Murphy - L Sandra Medearis - L
53. North Slope Borough School District	1,085	1,094	Yes	Inupiaq	na
54. Northwest Arctic School District	1,400	1,551	Yes	Inupiaq	na
55. Pelican City School District	37	na	No		
56. Petersburg City School District	590	na	Yes	German	Richard Greseth - G
57. Pribilof Island School District	156	na	No		

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
58. Railbelt School District	326	na			
Tri-Valley School	162	172	Yes	Spanish	Robert McClory - S
Anderson School	126	na	Yes	French	Barney Savett - F
59. St. Mary's City School District	88	na	No		
60. Sand Point City School District	177	na	No		
61. Sitka Borough School District	1,743	na			
Sitka High School	517	na	Yes	Spanish French	Karen Sue Riggs - S Mary Jo Groom - F
Blatchley Junior High School	413	420	Yes	French	Victor Johnson - F
62. Skagway City School District	187	na	Yes	None Currently	
63. Southeast Island School District	349	430	Yes	German	na
64. Southwest Region School District	475	550	Yes	Yupik	na
65. Unalaska City School District	194	na	No		
66. Valdez City School District	840	na			
Valdez High School	223	200	Yes	German	na
George Gilson Junior High School	105	na	Yes*	German	Jane Dwyer - G
67. Wrangell City School District	521	na			
Wrangell High School	218	149	Yes	German	Madelyn Stella - G
68. Yakutat City School District	145	158	Yes	Spanish	Linda Johnson - S
69. Yukon Flats School District	275	na	No		
70. Yukon Koyukuk School District	532	570	Yes	Only as After School Program	na

*Information by telephone, AFLA 1981 Survey

Districts & Schools Sent 1981 AFLA Survey	80-81 Enrollment	81-82 Enrollment	Response	Language Other Than English	Foreign Language Teachers & Which Language(s)
ADDITIONAL SCHOOLS RESPONDING:					
Anchorage Christian Schools, Anchorage	503			No Foreign Language	
Harvester Christian Academy, Anchorage	103			No Foreign Language	
Covenant High School, Unalakleet	80			No Foreign Language	
Mt. Bether Bible School, Haines	23			No Foreign Language	
Nikiski Christian School, Kenai	65			No Foreign Language	
St. Mary's School, Kodiak	122			No Foreign language	
St. Mary's Catholic high School, St. Marys	146			Yupik	na
Monroe Catholic High School, Fairbanks	140			Spanish	Richard LaRocca - S
Mt. Edgecumbe High School, Mt. Edgecumbe	360			No Foreign Language	

APPENDIX C:

FOREIGN LANGUAGES IN POST-SECONDARY EDUCATION

The following institutions of post-secondary education offered some foreign language in the fall of 1982: Anchorage Community College; Kodiak Community College; Sitka Community College; Tanana Valley Community College; University of Alaska, Anchorage; University of Alaska, Fairbanks; University of Alaska, Juneau; and Alaska Pacific University, Anchorage.

The only full four-year programs are offered in French, German and Spanish at the University of Alaska, Fairbanks.

TABLE I: ENROLLMENTS BY LANGUAGE AND LEVEL

	French[a]	Spanish	German	Japanese	Russian	Total
1st Year	239	237	144	77	73	770
2nd Year	70	43	22	26	10	171
Upper Division	16	34	11	--	11	72
TOTAL	325	314	177	103	94	1,013

[a]For the Anchorage Community College French program, in which various specialized labs accompany a core course, the higher figure (core course or labs combined) was used.

TABLE II: ENROLLMENT DISTRIBUTION BY GEOGRAPHICAL AREA AND LEVEL

	Anchorage[a]	Fairbanks[b]	All Other[c]	Total
1st Year	404	297	69	770
2nd Year	101	70	--	171
Upper Division	11	61	--	72
Total	516	428	69	1,013

[a]The Anchorage area includes: Anchorage Community College; University of Alaska, Anchorage; and Alaska Pacific University.

[b]The Fairbanks area includes: Tanana Valley Community College and University of Alaska, Fairbanks.

[c]All Other includes: Kodiak Community College; Sitka Community College; University of Alaska, Juneau.